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ABSTRACT

The survey was designed to describe and assess the types of services that Indiana agencies provide to learners with severe handicaps. The survey consisted of a section on general descriptive information and sections on daycare and transition services. Sixty-two surveys were distributed to service agencies, and 39 were returned, representing 97 counties serving 3,608 persons with severe handicaps. The survey collected information regarding types of disabilities, settings of service, types of goals written into individualized instruction plans, day placement with nonhandicapped peers, barriers to integration, integration plans, respite care, daycare provisions, written transition agreements between schools and agencies, existence of timetables for transition objectives, and participants in the transition planning process. Results suggest that agencies provide a vast majority of their services at the agency site rather than in natural environments, a number of agency clients were participating with nonhandicapped peers in a variety of day placements, a relatively low number of agencies were providing respite care, and transition services were frequently implemented by preschool service providers. A sample of the survey form is appended. (JDD)

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RESULTS OF THE SURVEY

"SURVEY OF AGENCY SERVICES TO PERSONS WHO HAVE SEVERE DISABILITIES"

CONDUCTED IN 1987
BY

INDIANA'S FEDERAL STATEWIDE SYSTEMS CHANGE PROJECT

Blumberg Center for
Interdisciplinary Studies
in Special Education

Indiana State University
Terre Haute, Indiana

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THIS SURVEY AS DISSEMINATED IN OCTOBER, 1989 WAS PREPARED BY THE STAFF OF THE BLUMBERG CENTER FOR INTERDISCIPLINARY STUDIES IN SPECIAL EDUCATION, INDIANA STATE UNIVERSITY (TERRE HAUTE) WITH SUPPORT FROM BOTH THE U.S. DEPARTMENT OF EDUCATION, OFFICE OF SPECIAL EDUCATION AND REHABILITATION SERVICES, OFFICE OF SPECIAL EDUCATION PROGRAMS, PROJECT NUMBER G00-86-C-3013. THE VIEWS EXPRESSED IN THIS SURVEY DO NOT NECESSARILY REFLECT THE OPINIONS OF EITHER THE U.S. DEPARTMENT OF EDUCATION OR INDIANA DEPARTMENT OF EDUCATION AND NO OFFICIAL ENDORSEMENT SHOULD BE INFERRED.

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INTRODUCTION

Indiana State University's Statewide Systems Change Project was funded in 1986 for a three year period to develop activities to improve the quality of special education and related services for learners with severe handicaps, including deaf/blind. The activities of the project included: Year One - development and distribution of a statewide survey; Year Two - selection of three pilot sites to implement certain optimal practices for learners with severe handicaps; and Year Three - development of a prototype service delivery guide and evaluation of the project.

In order to complete the activities of Year One two surveys were developed and distributed to service providers for learners with severe handicaps throughout the state of Indiana. The survey, "Survey of Agency Services to Persons Who Have Disabilities," was designed to describe and assess the types of services agencies provide learners with severe handicaps. This report summarizes the results of that survey. The results of the survey describing and assessing public school services is found in the report, "Results of the Survey - Optimal Practice Inventory for the Severely Handicapped, Including Deaf/Blind." Both reports are available from Blumberg Center for Interdisciplinary Studies in Special Education, Indiana State University University, Terre Haute, IN 47809.

OVERVIEW

The purpose of the survey, "Survey of Agency Services to Persons Who Have Severe Disabilities," was to describe and assess current services being provided in the state for learners with severe handicaps by agencies. The content of the survey was based on a review of current issues, trends, and goals in the field of education for learners with severe handicaps. The survey consisted of a section on general descriptive information and sections on daycare and transition services. A sample of the survey is in Appendix A.

RESULTS

Of the 62 surveys distributed to agencies providing services for learners with severe handicaps, 39 (62%) were returned. The 39 agencies returning surveys served a total of 97 counties and 8766 clients. Of those 8766 clients, the agencies indicated they served 3608 persons with severe handicaps. A breakdown of the number of persons with severe handicaps served by the agencies according to age ranges is in Table 1.

Table 1. Number of persons served by agencies according to age ranges.

age range	#	age range	#	age range	#
0 - 2	375	6 - 15	20	19 - 21	223
3 - 5	416	16 - 18	33	adults	2541

DISABILITIES OF PERSONS WITH SEVERE HANDICAPS

In describing persons with severe handicaps, a number of disabilities are possible. Table 2 provides the percentage of agencies checking specific disability areas representing the disabilities of persons with severe handicaps they served. All disability areas were checked by 31%-69% of the agencies, suggesting a wide range of disabilities characterizing the handicaps of the clients served.

Table 2. Percentage of agencies checking disabilities indicating characteristics of clients with severe disabilities they served.

Percentage	Disability	Percentage	Disability
33	deaf/blind	49	multiple handicaps
46	blind	46	severe ment retardation
41	deaf	51	profound ment retardation
66	cerebral palsy	56	developmental delay
69	autism	31	severe emotional handicap
46	severe brain damage	54	speech/language handicap
44	orthopedic impairment		
36	other health impairment		

SETTING OF SERVICE FOR CLIENTS WHO ARE SEVERELY HANDICAPPED

The services that agencies render can be provided in various settings. Table 3 provides the percentage of clients being served in particular settings according to age groups. The majority of clients were served at the agency site.

Table 3. Percentage of clients served in particular settings according to age groups.

Infant/preschool		16/21		Adult	
61	Agency site	80	Agency site	81	Agency site
15	Homebound	0.5	Homebound	0.3	Homebound
3	Neighborhood program	0	Neighborhood program	0	Neighborhood program
18	Group home	9	Group home	11	Group home
0.7	Community work site	6	Community work site	6	Community work site
0	Church building	4	Church building	0	Church building
0.7	Industrial site	1	Industrial site	1	Industrial site

TYPES OF GOALS WRITTEN INTO INDIVIDUALIZED INSTRUCTION PLANS

The instructional programs for learners with severe handicaps are typically individualized and comprehensive. Table 4 provides the types of goals being written by agencies for their clients. Apparently, almost all areas were addressed by all agencies.

Table 4. Percentage of agencies checking types of goals written into individualized instruction plans for clients.

Percentage	Goal	Percentage	Goal
95	Self-help	95	Gross motor
95	Fine motor	100	Social
87	Improving use of eyes, ears, touch	90	Learning academics
95	Skills for living in in community	95	Skills for living at home
95	Work skills	92	Recreation/leisure activities
97	Communication	54	Other

DAY PLACEMENT WITH NONHANDICAPPED PEERS

Only 23 of the 39 agencies (59%) indicated that clients in their programs participated with nonhandicapped peers. The setting in which the clients participated with nonhandicapped peers is in Table 5.

Table 5. Percentage of clients participating in particular setting with nonhandicapped peers.

Percentage	Preschool setting	Percentage	Adult setting
0.8	Home day care/nonhandi	28	Community job plcmnt
12	Regular day care center	4	Industrial job sites
16	Regular preschool (half day)	16	YMCA program
36	Nonhandi children attending presch for disabled children	7	Church program
11	Head Start	32	Community rec/ leisure activities

BARRIERS TO INTEGRATION

The barriers to increasing the current degree of integration of persons with severe handicaps were resources, staff, space, and facilities. The percentage of agencies responding to the various barriers is in Table 6.

Table 6. Percentage of agencies noting particular limitations to increasing current degree of integration.

Percentage	Limitation
30	Facilities
33	Space
46	Resources
46	Staff
5	Client
5	Other

INTEGRATION PLANS

Of those agencies not integrating persons with severe handicaps, 6 of 21 were planning to provide opportunities next year (12 agencies responded not applicable and 6 did not respond).

RESPITE CARE

In responding to respite care provision, 12 of 36 (33%) indicated YES to providing respite care for families of persons with severe disabilities.

Of the agencies not currently providing respite care, 3 of 24 (13%) responded YES to plans for implementing respite care for next year.

. . . . . .

The remainder of the survey required YES - NO responses. The questions were related to daycare and transition services.

DAYCARE

In responding to having preschool programs, 30 of the agencies indicated YES. Preschool service providers seldom responded YES to the availability of daycare service. Table 7 provides the percentage of YES responses to daycare provisions.

Table 7. Percentage YES responses pertaining to DAYCARE provisions of agencies providing preschool services.

	PERCENTAGE YES
If your agency provides a half-day preschool program, does it provide daycare for the remainder of the time?	10
If your agency provides a full day preschool program, does it have the provision for extended care before and/or after preschool hours?	13

TRANSITION

Transition for preschool to public school, public school to adult services, and agency services to community is important. Table 8 provides the percentage of YES responses pertaining to transition services according to preschool and adult service providers.

Adult service providers seldom responded YES to any question related to transition services. Preschool service providers' responses were mixed. They seldom responded YES to the following:

- a written agreement with public school personnel formalizing the process for transition;
- plans for transition written into the individualized program plan;

Table 8. Percentage YES responses pertaining to TRANSITION services according to preschool and adult populations.	
	Services preschool/adult
Do you have a written agreement with public school personnel formalizing the process for transition?	23 /10
Does your agreement include specific information to be provided to public school personnel for a smooth transition?	46 /20
Do you think your clients are adequately prepared for the transition?	77 /28
Are plans for transition written into the individualized program plan?	44 /21
Does the individualized program plan include a timetable for:	
a) implementation of transition objectives?	33 /15
b) review and follow-up?	33 /18
Do the following participate in the planning process for transition?	
a) parents	85 /48
b) school district representative	85 /36
c) teacher/trainer from current environment	85 /41
d) appropriate related service personnel	77 /36
e) teacher/trainer from receiving environment	49 /46
In the transition process which of the following activities take place:	
a) letter transmitting notification of transition	74 /23
b) phone call notifying of transition	51 /30
c) attend case conference prior to placement	82 /44
d) conference(s) establishing needs of client while still in program prior to transition	79 /28
e) written permission for placement	67 /33
The transition process takes place:	
a) one week to one month prior to move	8 / 5
b) two to five months prior to move	46 /31
c) six months to one year prior to move	33 /10
d) throughout the program through movement to next level	28 / 8
Do you think the transition process takes place soon enough?	69 /26

- a timetable included in the individualized program plan for implementation of transition objectives;and
- review and follow-up.

Preschool service providers <u>frequently</u> responded YES to the following:

- parents, school district representative, teacher/trainer from current environment, and appropriate related service personnel participate in the planning process;

- letter transmitting notification of transition, attend case conference prior to placement, conference establishing needs of client while still in program prior to transition, and written permission for placement all take place;
- clients are adequately prepared for the transition; and
- the transition process takes place soon enough.

DISCUSSION

A high percentage of agencies returned the survey. A review of the results suggests:

1) agencies were providing a vast majority of their services at the agency site. Based on "state of the art" best practices, it would be appropriate for agencies to pursue a service delivery system in which their clients are served more frequently in natural environments.

2) a wide range of characteristics described the clients with severe disabilites. The client might be developmentally delayed and/or autistic and/or have cerebral palsy and/or have speech and language handicaps, etc. It becomes essential that agencies be familiar with these various characteristics and their impact on the development and implementation of best practice treatment plans.

3) a number of clients in select agency programs were participating with nonhandicapped peers through a variety of day placements. As current trends in the education of learners with severe handicaps continue to emphasize the positive value of integrated learning environments, further options to ensure this integrated approach need to be developed. This will take a cooperative effort involving a variety of resources.

4) a relatively low number of agencies were providing respite care for their clients. The need for respite care should be investigated by the agencies and provisions to provide respite care guaranteed.

5) transition services were frequently implemented by preschool service providers. The procedures were not formalized. In order to ensure that transition occurs, formal procedures need to be adopted. Providers having plans more frequently indicate that the planning was timely and adequately prepared the learners.

APPENDIX A

SURVEY OF AGENCY SERVICES TO PERSONS WHO HAVE SEVERE DISABILITIES

1. How many counties does your agency serve? _____

2. How many TOTAL clients does your agency serve? _____

3. How many persons with **SEVERE DISABILITIES** do you serve in the following age ranges?

a)____0-2 b)____3-5 c)____6-15 d)____16-18 e)____19-21 f)____adults

4. How many persons with **SEVERE DISABILITIES** are awaiting placement in the following programs provided by your agency?
   a)____Infant b)____Preschool c)____Adult Services

5. Indicate the disabilities of the clients with **SEVERE DISABILITIES** you serve. Check( ) all that apply and star (*) the most frequent handicap that characterizes your severe client load.

____ Deaf/Blind	[00] Space needed/data processing
____ Blind	____ Multiple Handicaps
____ Deaf	____ Severe Mental Retardation
____ Cerebral Palsy	____ Profound Mental Retardation
____ Autism	____ Developmental Delay
____ Severe Brain Damage	____ Severe Emotional Handicap
____ Orthopedic Impairment	____ Speech/Language Handicap
____ Other Health Impairment	____ Other_____

6. Please fill in the number of clients who are **SEVERELY DISABLED** and served in each of the following locations.

Infant/Preschool	16-21	Adult
____Agency Site	____Agency Site	____Agency Site
____Homebound	____Homebound	____Homebound
____Neighborhood Program	____Neighborhood Program	____Neighborhood Program
____Group Home	____Group Home	____Group Home
____Community Work Site	____Community Work Site	____Community Work Site
____Church Bldg.	____Church Bldg.	____Church Bldg.
____Industrial Site	____Industrial Site	____Industrial Site
____Other_____	____Other_____	____Other_____

7. Mark the types of goals written into individualized instruction plans for the clients served by your agency:

___Self-help (eating/dressing/etc.)	___Gross motor (walking/hopping)
___Fine motor (use of fingers/hands)	___Social (relating to others)
___Improving use of eyes, ears, touch	___Learning academics (3 R's)
___Skills for living in the community	___Skills for living at home
___Work skills	___Recreation/leisure activities
___Communication	___Other

DIRECTIONS: Please answer the YES, NO, DK (for don't know) and NA (for not applicable) questions by circling your response regarding learners with severe handicaps.

YES NO 8. Do clients in your program participate in day placement with non-handicapped peers? (OVER)

8a. If yes, please indicate the number of clients participating:

Preschool	Adults
___Home day care/non-handicapped children	___Community job placements
___Regular day care center	___Industrial job sites
___Regular preschool (1/2 day program)	___YMCA programs
___Non-handicapped children attending preschool for disabled children	___Church programs
___Head Start	___Community Recreation/ Leisure activities
___Day Camp	___Other_____
___Other_____	

9. What are the limitations to increasing the current degree of integration of persons who have a SEVERE DISABILITY?
   ___Facilities Explain_____
   ___Space Explain_____
   ___Resources Explain_____
   ___Staff Explain_____
   ___Client Explain_____
   ___Other Explain_____

YES NO NA 10. If your agency is not currently integrating severely handicapped persons with non-handicapped peers, are plans being made to provide opportunities next year?

YES NO 11. Does your agency have provisions for respite care for families of individuals with severe disabilities? If yes, complete a, b, c, and d.

_____ a) How many families have your served in the past 12 months?
_____ b) How many trained respite providers do you have?
_____ c) How many hours per month is allotted each family?
_____ d) What is the background of your respite providers?
____other parents ____community volunteers
____agency staff ____high school or college students
____other_____

YES NO NA 12. If your agency does not currently provide respite care, will you be implementing plans for respite care within the next 12 months?

PRESCHOOLS (If none, go to ADULT SERVICES section.)

YES NO 13. Do you have a preschool program?

14. Approximately how many of the following day care settings are there in your service area who serve children with severe disabilities?
   ____Homes of Friends/Relatives ____Public Agencies (include yours)
   ____Home Day Care ____Corporation Day Care Centers
   ____Day Care Centers ____Other_____

YES NO NA 15. If your agency provides a half-day preschool program, does it provide day care for the remainder of the time?

YES NO NA 16. If your agency provides a full day preschool program, does it have provision for extended care before and/or after preschool hours?

YES NO DK 17. Do you have a written agreement with public school personnel formalizing the process for transition?

YES NO DK 18. Does your agreement include specific information to be provided to public school personnel for a smooth transition?

YES NO DK 19. Do you think your clients are adequately prepared for the transition?

YES NO DK 20. Are plans for transition written into the individualized program plan?

21. Does the individualized program plan include a timetable for:

YES NO DK 21a. implementation of transition objectives?
YES NO DK 21b. review and follow-up?

22. Do the following participate in the planning process for transition?

YES NO DK 22a. Parents
YES NO DK 22b. School District Representative
YES NO DK 22c. Teacher/Trainer from Current Environment
YES NO DK 22d. Appropriate Related Service Personnel
YES NO DK 22e. Teacher/Trainer from Receiving Environment
YES NO DK 22f. Other_____

23. In the transition process which of the followi activities take place:

YES NO DK 23a. Letter transmitting notification of transition
YES NO DK 23b. Phone call notifying of transition
YES NO DK 23c. Attend case-conference prior to placement
YES NO DK 23d. Conferences(s) establishing needs of client while still in program prior to transition
YES NO DK 23e. Written permission for placement
YES NO DK 23f. Other_____

24. The transition process takes place:

YES NO DK 24a. 1 week to 1 month prior to move
YES NO DK 24b. 2 to 5 months prior to move
YES NO DK 24c. 6 months to one year prior to move
YES NO DK 24d. throughout program through movement to next level

YES NO DK 25. Do you think the process takes place soon enough?

ADULT SERVICES: (If none, go on to number 18)

YES NO 26. Do you have adult services?

YES NO DK 27. Do you have a written agreement with public school personnel formalizing the process for transition?

YES NO DK 28. Does your agreement include specific information to be provided to you for a smooth transition?

YES NO DK 29. Do you think your clients are adequately prepared for the transition?

YES NO DK 30. Are plans for transition written into the individualized program plan?

(OVER)

ADULT SERVICES (Continued)

31. Does the individualized program plan include a timetable for:

YES NO DK 31a. implementation of transition objectives?
YES NO DK 31b. review and follow-up?

32. Do the following participate in the planning process for transition?

YES NO DK 32a. Parents
YES NO DK 32b. School District Representative
YES NO DK 32c. Teacher/Trainer from Current Environment
YES NO DK 32d. Appropriate Related Service Personnel
YES NO DK 32e. Teacher/Trainer from Receiving Environment
YES NO DK 32f. Other_____

33. In the transition process which of the following activities take place:

YES NO DK 33a. Letter transmitting notification of transition
YES NO DK 33b. Phone call notifying of transition
YES NO DK 33c. Attend case-conference prior to placement
YES NO DK 33d. Conferences(s) establishing needs of client while still in program prior to transition
YES NO DK 33e. Written permission for placement
YES NO DK 33f. Other_____

34. The transition process takes place:

YES NO DK 34a. 1 week to 1 month prior to move
YES NO DK 34b. 2 to 5 months prior to move
YES NO DK 34c. 6 months to one year prior to move
YES NO DK 34d. throughout program through movement to next level

YES NO DK 35. Do you think the process takes place soon enough?

COMMENTS

36. How would you characterize the most unique service afforded clients with severe disabilities who are served by your community agency?_____
_____
_____
_____

37. How would you characterize the most important unmet service need in serving clients with severe disabilities?_____
_____
_____
_____

38. Other comments:_____
_____
_____
_____

****

PLEASE RETURN YOUR RESPONSE TO:

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